DOCUMENT RESUME

ED 252 018 EC 171 175

AUTHOR George-Nichols, Nancy; And Others
TITLE Special Education Instructional Skills Guide for Identifiable Perceptual or Communicative Disorders (IPCD) and Significant Identifiable Emotional or Behavioral Disorders (SIEBD) K-12.
INSTITUTION Denver Public Schools, Colo.
PUB DATE 82
NOTE 51p.; Prepared by the Department of Special Education. This guide was developed with a federal grant from Title VI B.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Communication Disorders; *Daily Living Skills; Elementary Secondary Education; Emotional Disturbances; *Language Skills; *Learning Readiness; *Mathematics Skills; *Mild Disabilities; Perceptual Handicaps; Student Educational Objectives; *Task Analysis

ABSTRACT

The guide is intended to provide information on appropriate programing for elementary and secondary pupils with either perceptual/communicative or emotional/behavioral disorders. The guide, which is patterned after regular education objectives, offers comprehensive task analysis in four content areas (subtopics in parentheses): (1) readiness skills (visual, auditory, motor channels); (2) mathematics (whole numbers, rational numbers, decimals, percents, geometry, money, calendar, time); (3) language arts (communication skills, reading, written language); and (4) daily living skills (transportation, finances, forms and applications, consumerism, telephone use, health and safety). Objectives within each domain are offered to assist in the development of goals and short term objectives as well as the evaluation of classroom materials for completeness of content and sequencing of skills. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED252018

SPECIAL EDUCATION
INSTRUCTIONAL SKILLS GUIDE
FOR
IDENTIFIABLE PERCEPTUAL OR COMMUNICATIVE DISORDERS
(IPCD)
AND
SIGNIFICANT IDENTIFIABLE EMOTIONAL OR BEHAVIORAL DISORDERS
(SIEBD)

Prepared and Produced
in the
Department of Special Education
James M. O'Hara, Executive Director

Division of Education
James B. Bailey, Deputy Superintendent

Denver Public Schools
1982

EC 171 175

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jri D. Kelsay
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PRINTED BY
DENTON SCHOOL PRESS

BEST COPY AVAILABLE

BOARD OF EDUCATION

ROBERT L. CRIDER . . . . . President

NAOMI L. BRADFORD . . . . . .Vice-President

OMAR D. BLAIR — FRANKLIN MULLEN

MARION J. HAMMOND — KATHERINE W. SCHOMP

WILLIAM R. SCHROEDER SR.

ADMINISTRATIVE STAFF

JOSEPH E. BRZEINSKI . . . . . Superintendent
JAMES B. BAILEY . . . . . .Deputy Superintendent
CARLE E. STENMARK . . . . . .Deputy Superintendent
LARUE W. BELCHER . . . . . Assistant Superintendent
JOHN G. CONYERS . . . . . .Assistant Superintendent
JAMES H. DANIELS . . . . . Assistant Superintendent
EDWARD GALLEGOS, JR. . . . . Assistant Superintendent

In Appreciation...

The Instructional Skills Guide is a result of the combined efforts of Denver Public School special and regular education teachers and staff. The district remains grateful to the following persons without whose dedication and creative talents the project could not have been developed.

Project Coordinator:

Nancy George-Nichols, Curriculum Specialist

Teachers:

Kathleen Albi
Ann Bailey
Sarah Beaghler
Ellen Grimes
Phil Krasnowski
Ann Lacy
Ellen Steinfurth
Norva Spoelstra
Craig Stoneking
Karen Weaver
Ann Weeks
Cheryl Wirt

Special Education Staff:

Dr. Erwin O. Koepsel, Supervisor
Carleane English, Instructional Consultant
Max Rodriquez, Instructional Consultant
Nancy Clary-Trenholme, Program Evaluator
Thayre Kertz, Specialist
Doris Redic, Specialist

In addition, we are most appreciative of the general assistance and support of members of the Mathematics and Language Arts Departments.

A special thank you to the Department of Special Education clerical personnel for typing the project.

This guide was developed with a federal grant from Title VI B, as amended, Public Law 94-142.

DENVER PUBLIC SCHOOLS
Division of Education
Department of Special Education

Foreword

The Instructional Skills Guide was developed for teachers of pupils with either perceptual/communicative or emotional/behavioral disorders in Denver Public Schools. The purpose of the guide is to provide appropriate and consistent districtwide programming for pupils from the elementary through secondary levels. To maintain the integrity of an individualized program, the guide is intended to be used flexibly. It serves as a reference for teachers as they plan instructional experiences for their pupils.

In order to design, implement and evaluate curriculum for individualized programs, teachers need to understand fully the skills involved in a content area. The Instructional Skills Guide facilitates this understanding by offering a comprehensive task analysis in the content areas of Readiness, Mathematics, Language Arts, and Daily Living Skills. The guide, patterned after regular education objectives, provides a framework for planning daily, weekly, and/or monthly activities. It is purposely method free, insuring the flexibility necessary to individualize an educational program. It remains the domain of the teacher to select, combine, and organize objectives into a context which makes them meaningful to the learner.

The guide may assist the teacher in determining a pupil's instructional skill level, thus aiding in the development of goals and short term objectives. It may also help in the evaluation of classroom materials for completeness of content and the sequencing of skills. In addition, the guide may facilitate articulation of a pupil's educational needs and progress among special and regular educators, administrators, parents, and the pupil.

The objectives listed in the Instructional Skills Guide are only one component of a comprehensive curriculum. Teaching is not limited to easily identifiable objectives, but rather uses objectives as a basis for planning creative, motivating, and effective lessons. After carefully selecting and organizing objectives to be taught, the teacher must determine appropriate materials, teaching strategies, and evaluation procedures. In addition to skill objectives, special education curriculum must focus on teaching learning strategies necessary to assimilate new skills, concepts, relationships, and insights. The handicapped pupil also needs to learn problem solving techniques which may be applied to every day living. Finally, special education curriculum must incorporate the teaching of social/emotional skills which allow the pupil to develop a positive self-image and to interact effectively in his/her environment.

The Instructional Skills Guide is a resource which offers suggestions as to what pre-academic, academic, and daily living skills may be taught, while allowing the teacher the flexibility to use his/her own creativity, ingenuity, and professional judgment in the designing of an appropriate and comprehensive instructional program for the handicapped pupil.

The coding system is provided for teachers who choose to use the skills as short term objectives on the IEP 4. It is recommended that a written description of the selected objective(s) be included. The code and written description will provide helpful information for the teacher who receives the pupil who transfers to another school or who remains in special education for several years. If a pupil transfers to another district, a copy of the pertinent page(s) of the guide would assist the receiving teacher in determining goals and objectives consistent with the educational program for the pupil while s/he was in Denver Public Schools.

Table of Contents

Page

1. Readiness Skills
   - 1.1 Visual Channel. 3
   - 1.2 Auditory Channel. 4
   - 1.3 Motor. 5
   - 1.4 Vocabulary. 5

2. Mathematics
   - 2.1 Whole Numbers: Number and Numeration. 9
   - 2.2 Whole Numbers: Operations. 12
   - 2.3 Rational Numbers: Number and Numeration. 18
   - 2.4 Rational Numbers: Operations. 20
   - 2.5 Decimals: Number and Numeration. 21
   - 2.6 Decimals: Operations.. 22
   - 2.7 Percents. 22
   - 2.8 Geometry. 23
   - 2.9 Measurement. 24
   - 2.10 Money. 26
   - 2.11 Calendar. 27
   - 2.12 Time. 27
   - 2.13 Graphs, Charts, and Tables. 28

3. Language Arts
   - 3.1 Communication Skills 33
   - 3.2 Reading. 35
   - 3.3 Written Language. 37

Table of Contents (continued)

Page

4. Daily Living Skills

4.1 Transportation. 45

4.2 Finances. 46

4.3 Forms and Applications 46

4.4 Consumerism. 47

4.5 Telephone. 47

4.6 Newspaper. 47

4.7 Manuals and Catalogs. 48

4.8 Government. 48

4.9 Health and Safety. 48

Readiness Skills

1. READINESS SKILLS

1.1 Visual Channel

1.1.1 Visual Perception

1.1.1.1 Attends visual stimuli

1.1.1.2 Matches concrete objects

1.1.1.3 Separates same from different objects

1.1.1.4 Matches objects to pictures

1.1.1.5 Separates same from different pictures of objects

1.1.1.6 Sorts objects into groups by colors

1.1.1.7 Discriminates between geometric shapes and between basic pattern designs

1.1.1.8 Points to big or little objects and geometric shapes upon request

1.1.1.9 Points to pictures of big or little objects upon request

1.1.1.10 Selects objects of same size

1.1.1.11 Arranges objects in ascending order according to size

1.1.1.12 Arranges objects in descending order according to size

1.1.1.13 Arranges pictures of objects in ascending order according to size

1.1.1.14 Arranges pictures of objects in descending order according to size

1.1.1.15 Discriminates between objects that are heavy and light

1.1.1.16 Discriminates between pictures of objects that are heavy and light

1.1.1.17 Discriminates size, shape, position, and space of geometric shapes and pattern designs

1.1.1.18 Names basic shape of object in picture; e.g., a door as a rectangle

1.1.1.19 Fills container full and half full

1.1.1.20 Arranges glasses empty to full

1.1.1.21 Sorts objects by attributes

1.1.1.22 Matches like pattern designs and like geometric shapes

1.1.1.23 Matches like letters

1.1.1.24 Discriminates letters from non-letters

1.1.1.25 Discriminates size, shape, position, and spacing of letters

1.1.2 Visual Memory

1.1.2.1 Given a situational picture, recalls activities happening in the picture

1.1.2.2 Sequences pictures in order of occurrence

1.1.2.3 Copies geometric shapes and pattern designs

1.1.2.4 Fills in missing parts of a given picture

1.1.2.5 Completes pattern, given first object of pattern

1.1.2.6 Draws shapes from memory

1.1.2.7 Replicates patterns of three to five geometric shapes and pattern designs

1.1.2.8 Draws given sequence of letters and numbers from memory

1.1.2.9 Identifies letters (capital, small)

1.1.2.10 Sequences letters into a meaningful word

1.2 Auditory Channel

1.2.1 Auditory Perception

1.2.1.1 Attends auditory stimuli; e.g., clapping patterns

1.2.1.2 Discriminates sounds; e.g., doorbell, knock

1.2.1.3 Locates sources of sound

1.2.1.4 Associates sounds with given stimuli

1.2.1.5 Sequences auditory stimuli; e.g., repeats clapping patterns

1.2.1.6 Discriminates environmental sounds as same or different

1.2.1.7 Identifies initial and ending environmental sounds

1.2.1.8 Identifies medial environmental sounds

1.2.1.9 Recognizes rhyming words

1.2.1.10 Disciminates letter sounds as same or different

1.2.1.11 Identifies initial and ending letter sounds in words

1.2.1.12 Identifies medial sounds in words

1.2.2 Auditory Memory

1.2.2.1 Recalls environmental sounds; e.g., bells, animal sounds

1.2.2.2 Repeats specific words and phrases

1.2.2.3 Repeats specific sentences

1.2.2.4 Recites rhymes

1.2.2.5 Follows directions in correct sequence
a. 2 part directions
b. 3 part directions

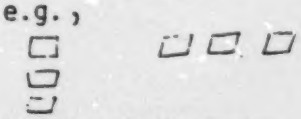
1.2.2.6 Discriminates between questions and statements

1.2.2.7 While listening to stories and other material presented orally:
a. pays attention
b. states what the story is about
c. recalls details
d. sequences details

1.2.2.8 Identifies letters

1.3 Motor

1.3.1 Stacks and rows sets of objects with both hands; e.g.,



1.3.2 Locates body parts

1.3.3 Develops small muscle control through activities such as weaving, cutting, finger painting, clay, buttoning

1.3.4 Crosses midline in various activities

1.3.5 Uses whole arm in replicating shapes in space; e.g., draws circles in the air

1.3.6 Uses whole arm in replicating shapes on blackboard and on paper

1.3.7 Establishes preference for right or left-handedness

1.3.8 Demonstrates up/down, across, around arm and hand movements in various activities

1.3.9 Demonstrates top to bottom orientation through various activities

1.3.10 Demonstrates left/right orientation (body, paper, board) through various activities

1.3.11 Demonstrates left to right eye movement

1.3.12 Moves consistently from left to right on paper

1.3.13 Draws circles counter clockwise consistently

1.3.14 Establishes correct writing body position; e.g., arms, hand, paper, pencil

1.3.15 Draws familiar objects using basic strokes of manuscript writing; e.g., balloons

1.3.16 Draws strokes including spacing; e.g., straight lines, diagonal lines, circles, etc.

1.3.17 Writes first name

1.4 Vocabulary

1.4.1 Names colors

1.4.2 Identifies body parts

1.4.3 Identifies geometric shapes by name

1.4.4 Labels objects and pictures of objects

1.4.5 Names action words

1.4.6 Names opposite words

1.4.7 Classifies objects by attributes and categories

1.4.8 Responds to comprehension questions; e.g., Why do we have houses?

1.4.9 Describes content of picture in simple sentences

1.4.10 Uses simple sentences in everyday conversation

1.4.11 Asks who, what, where, when, why questions

1.4.12 Uses a variety of descriptive words

1.4.13 Demonstrates understanding of and applies writing readiness vocabulary; e.g., top, bottom, left, right, whole, half

1.4.14 Demonstrates understanding of and uses:
- a. spatial terms; e.g., over, under, near, far
- b. comparative terms; e.g., long, short
- c. temporal terms; e.g., before, after

Mathematics

2. MATHEMATICS

NOTE: The number in parenthesis indicates the grade level the skill is usually introduced in Denver Public Schools. Skills are reinforced and taught at a more advanced level during each succeeding grade.

2.1 Whole Numbers: Number and Numeration

2.1.1 Manipulation of numerals 0-10

2.1.1.1 (K) Counts from 0-10

2.1.1.2 (K) Reads numerals from 0-10

2.1.1.3 (K) Matches the cardinal numeral of a set of objects from 0-10

2.1.1.4 (K) Writes numerals from 0-10

2.1.1.5 (K) Orders written numerals from 1-5

2.1.1.6 (K) Recites ordinal numbers 1st, 2nd, 3rd

2.1.1.7 (1) Identifies odd and even numerals to 10

2.1.1.8 (1) Describes position of objects using ordinals from 1st through 10th

2.1.1.9 (3) Reads Roman numerals through 10

2.1.1.10 (3) Writes Roman numerals through 10

2.1.1.11 (5) Determines by inspection if a number is divisible by 2, 5, 10

2.1.2 Manipulation of numerals to 200

2.1.2.1 (K) Counts from 10-20

2.1.2.2 (1) Counts backward from 20

2.1.2.3 (1) Counts by ones in sequence to 100

2.1.2.4 (1) Reads numerals from 0 to 100

2.1.2.5 (1) Writes numerals from 0 to 100

2.1.2.6 (1) Counts by twos to 20 and by fives to 50

2.1.2.7 (2) Counts by ones, twos, fives, tens, and twenties to 200

2.1.2.8 (2) Reads numerals to 200

2.1.2.9 (2) Writes numerals to 200

2.1.2.10 (2) Distinguishes between odd and even numbers

2.1.2.11 (2) Uses ordinal numbers 1st through 20th to describe the position of an object in a set

2.1.2.12 (4-5) Reads and writes Roman numerals to 50

2.1.2.13 (5) Reads and writes Roman numerals through 100

2.1.3 Manipulation of numerals through the 1000's

2.1.3.1 (3-4) Reads numerals through 1000's

2.1.3.2 (3-4) Writes numerals through 1000's

2.1.3.3 (7-8) Reads and writes Roman numerals D(500) and M(1000)

2.1.4 Manipulation of numerals greater than the thousands, no larger than the millions

2.1.4.1 (7-8) Reads numerals

2.1.4.2 (7-8) Writes numerals

2.1.5 Sets

2.1.5.1 (K) Distinguishes between members and non-members of a set when given the classification food, toys, animals, people, clothes

2.1.5.2 (K) Using one to one correspondence and given sets of up to five elements, distinguishes between those whose members are the same from those whose members are not the same

2.1.5.3 (K) Recognizes empty set and symbol $\{0\}$

2.1.6 Symbols

2.1.6.1 (1) Characterizes the relationship between two numerals using the symbols +, -, =

2.1.6.2 (2) Solves number sentences using the symbols $>$, $<$, =

2.1.7 Place value

2.1.7.1 (1) Describes the number of tens and ones in any two-digit number and identifies the numeral in either the ten's or the one's place

2.1.7.2 (1) Uses zero as a place holder

2.1.7.3 (2) Demonstrates concept of place value through the 100's, e.g. expresses a standard numeral in terms of hundreds, tens, and ones (a standard numeral is any numeral expressed in place value terms; e.g., 282 = 2 hundreds, 8 tens, 2 ones)

2.1.7.4 (3) Writes three- and four-digit numerals in expanded notation; e.g.,

1,324 = 1,000 + 300 + 20 + 4 = 1,324

2,417 = two thousand, four hundred and seventeen

2.1.7.5 (3) Writes a numeral for a number which is 100 or 100 more than a given number

2.1.7.6 (4) Identifies the place value and face value for each digit in any numeral up to a five-digit numeral

2.1.7.7 (4) Extends a given sequence of numbers in either a negative direction to zero or a positive direction to 999,999 (limit to about 15 steps from the starting point)

2.1.7.8 (4) Writes four- and five-digit numerals in expanded notation; e.g.,

52,382 = 50,000 + 2,000 + 300 + 80 + 2

60,839 = sixty thousand eight hundred thirty nine

2.1.7.9 (4-5) Rounds numbers to nearest tens, hundreds, and thousands

2.1.7.10 (5) Identifies the place value and face value for each digit in any six-digit numeral; e.g., 253,296. Place value = 9 is in the tens place; face value = 6 is 6 ones

2.17.11 (6) Translates a word description of a number through millions into the standard numeral

2.1.7.12 (7) Identifies place value for any numeral up to ten digits

2.1.8 (K) Locates the position of a positive number and zero on a number line

2.1.9 (K) Given an object or a picture of an object, identifies the position of the object in terms of <u>below</u>, <u>above</u>, <u>over</u> <u>under</u>, <u>in front of</u>, <u>behind</u> <u>first</u>, <u>middle</u>, and <u>last</u>

2.1.10 (K) Locates two objects from the perspective of one's being <u>on the right</u>, one's being <u>on the left</u>

2.1.11 (1) Puts missing numbers into sequences advancing by ones, twos, fives with the beginning number other than 0

2.1.12 (1) Tells the number which comes before or after a given number in an order relationship

2.1.13 (1) Compares two numbers (one- or two-digit) and determines which is greater or which is lesser

2.1.14 (1) Tells age, address, and telephone number

2.1.15 (1) Writes age, address, and telephone number

2.1.16 (6) Identifies any whole number as a prime or composite (a prime number is any whole number divisible by itself or 1; a composite number is any whole number greater than 1 which is divisible by at least one whole number other than 1 and itself)

2.1.17 (6) Converts a given composite number into a product of prime numbers by factoring. Uses exponents (divides a composite number by prime numbers until the quotient equals 1); e.g.,
$24 \div 2 = 12$ therefore $24 = 2 \cdot 2 \cdot 2 \cdot 3$ or
$12 \div 2 = 6$ $24 = 2^3 \cdot 3$
$6 \div 2 = 3$
$3 \div 3 = 1$

2.1.18 (7) Locates position of negative numbers on a number line

2.1.19 (7) Demonstrates that the absolute value of negative numbers is equal to the value of positive numbers; e.g., -2 has the same value as +2

2.2 Whole Numbers: Operations

2.2.1 Addition

2.2.1.1 (1) Reads and writes addition facts whose sums do not exceed ten, using both horizontal and vertical modes

2.2.1.2 (1) Demonstrates that zero is the identity element in addition (adding zero does not change a number)

2.2.1.3 (1) Adds using the zero, using both vertical and horizontal modes

2.2.1.4 (1) Adds three numbers whose sum does not exceed 10

2.2.1.5 (1) Adds two-digit numbers without regrouping, using both vertical and horizontal modes

2.2.1.6 (1) Demonstrates commutative property for addition of whole numbers; e.g.,
5+6=11
6+5=11
11=6+5

2.2.1.7 (1) Constructs and solves addition equations based upon teacher dictated story problems

2.2.1.8 (1) Reads, writes and solves equations using the symbols +, =

2.2.1.9 (1) Computes the missing addend in facts 0 to 10

2.2.1.10 (2) Adds facts whose sums do not exceed 18, using both horizontal and vertical modes

2.2.1.11 (2) Adds columns of numerals resulting in sums of not more than three digits without regrouping

2.2.1.12 (2) Demonstrates associative principle for addition; e.g., (4+1)+2=[ ] + (1+2)

2.2.1.13 (2) Writes an equation to solve a simple word problem

2.2.1.14 (2) Solves problems containing a number of equal sets by skip counting as an introduction to multiplication; e.g., How many stars in 3 sets of 3?
*** *** ***

2.2.1.15 (2) Demonstrates understanding that multiplication is repeated addition of the cardinal number of equivalent sets; e.g., How many stars in 3 sets of 3 each?
*** *** ***

3+3+3=9 3x3=9

2.2.1.16 (3) Demonstrates mastery of 100 basic addition facts

2.2.1.17 (3) Solves problems containing two three-digit addends with regrouping (carrying) from the one's place to the ten's place to the hundred's place, thus demonstrating all understanding of regrouping (in vertical and horizontal modes)

2.2.1.18 (3) Adds any combination of two- and three-digit numbers, thereby demonstrating understanding of when to and when not to regroup (in vertical and horizontal modes)

2.2.1.19 (3) Identifies and writes equations in problem solving situations

2.2.1.20 (4) Solves addition problems involving three addends of four digits each with regrouping in the ten's, hundred's, and thousand's place

2.2.1.21 (4) Computes addition of any two four-digit numerals with 0

2.2.1.22 (4) Supplies a missing sum or addend to solve an equality, with or without regrouping, e.g., __ +4=12

2.2.1.23 (4) Solves equations with parenthesis

2.2.1.24 (4) Estimates answer to a given problem prior to solving the problem

2.2.1.25 (4) Solves word problems by separating out pertinent facts from given information

2.2.1.26 (4) Writes a number sentence to solve word problems

2.2.1.27 (4) Solves one- and two-step addition word problems

2.2.1.28 (5) Adds and checks columns of three-digit numbers

2.2.1.29 (5-6) Adds and checks columns of four- and five-digit whole numbers

2.2.1.30 (5-6) Constructs and solves addition equations based upon teacher dictated story problems

2.2.1.31 (6) Adds two or more negative numbers

2.2.1.32 (7) Demonstrates that the sum of any number and its opposite is zero

2.2.1.33 (7) Adds a positive and negative number

2.2.1.34 (7) Adds three or more positive and negative numbers (signed numbers)

2.2.1.35 (7-8) Writes problems and answers with place value alignment; e.g., straight columns, use of symbols, consistent numeral size

2.2.1.36 (7-8) Shows flexibility in using varying answer formats; e.g., multiple choice, transferring answers to a column

2.2.2 Subtraction

2.2.2.1 (1) Demonstrates that the greater number is on top or comes first

2.2.2.2 (1) Reads and writes subtraction facts whose minuends do not exceed ten, using both horizontal and vertical modes

2.2.2.3 (1) Demonstrates that zero is the identity element in subtraction (subtracting zero does not change a number)

2.2.2.4 (1) Subtracts using the zero, using both vertical and horizontal modes

2.2.2.5 (1) Subtracts two-digit numbers without regrouping, using both vertical and horizontal modes

2.2.2.6 (1) Constructs and solves subtraction equations based upon teacher dictated story problems

2.2.2.7 (1) Reads, writes, and solves equations using the symbols -, =

2.2.2.8 (1) Computes the missing subtrahend in facts 0 to 10

2.2.2.9 (2) Subtracts facts whose minuends do not exceed 18, using both vertical and horizontal modes

2.2.2.10 (2) Subtracts two- and three-digit subtrahends from three-digit minuends, without regrouping

2.2.2.11 (2) Subtracts numbers requiring regrouping from the ten's place to the one's place

2.2.2.12 (3) Writes an equation to solve a simple word problem

2.2.2.13 (3) Demonstrates mastery of 100 basic subtraction facts

2.2.2.14 (3) Solves subtraction problems containing three-digit numberals with regrouping in the ten's and one's place, thus demonstrating understanding of regrouping

2.2.2.15 (3) Subtracts any combination of two- and three-digit numbers thereby demonstrating understanding of when to and when not to regroup

2.2.2.16 (3) Subtracts numbers involving renaming with 0

2.2.2.17 (3) Identifies and writes equations in problem solving situations

2.2.2.18 (3) Solves subtraction problems containing four-digit numerals with regrouping in the one's, ten's, and hundred's place

2.2.2.19 (4) Supplies a missing subtrahend and/or minuend to solve an equality, with or without regrouping

2.2.2.20 (4) Computes four-digit problem with 0

2.2.2.21 (4) Solves equations with parenthesis

2.2.2.22 (4) Estimates answer to a given problem prior to solving the problem

2.2.2.23 (4) Solves word problems by separating out pertinent facts from given information

2.2.2.24 (4) Solves one- and two-step subtraction word problems

2.2.2.25 (4) Writes a number sentence to solve word problems

2.2.2.26 (4-5) Demonstrates that subtraction is an inverse operation to addition; e.g., 28+[ ]=52

2.2.2.27 (5-6) Subtracts and checks five- and six-digit numbers including zeros with all regrouping difficulties

2.2.2.28 (5-6) Constructs and solves all subtractions equations based upon teacher dictated problems

2.2.2.29 (6) Subtracts two or more negative numbers

2.2.2.30 (7) Subtracts a positive and negative number

2.2.2.31 (7) Subtracts three or more positive and negative numbers (signed numbers) in a two-step problem, e.g.
+6-(-5)=+11
+11-(-4)=+15

2.2.2.32 (7-8) Writes problems and answers with place value alignment; e.g., straight columns, use of symbols, consistent numeral size

2.2.2.33 (7-8) Shows flexibility in using varying answer formats; e.g., multiple choice, transferring answer to a column

2.2.3 Multiplication

2.2.3.1 (2) Demonstrates that multiplication is repeated addition of the cardinal number of equivalent sets

2.2.3.2 (2) Reads, writes, and solves equations using the symbols x, =

2.2.3.3 (2) Writes an addition problem to show multiplication as repeated addition when an illustration of equal groupings is given

2.2.3.4 (2) Writes multiplication sentences for arrays (arrangement of rows and columns); e.g.,

. . . .
2 . . . .
4
2x4=8

2.2.3.5 (2) Completes related multiplication sentences for basic facts on factors of five or less

2.2.3.6 (2) Identifies and writes equations in problem solving situations

2.2.3.7 (2-3) Demonstrates commutative principle as it relates to multiplication, e.g. 3x4=4x3

2.2.3.8 (3) Identifies number sentences which reveal inverse relationships between multiplication and division

2.2.3.9 (3) Multiplies three numbers using basic facts; e.g., 2x3x5=___

2.2.3.10 (3) Multiplies 10 or 100 by a number less than 10

2.2.3.11 (3) Multiplies a three-digit number by a one-digit number with regrouping from the one's place to the hundred's place (in vertical and horizontal modes)

2.2.3.12 (3) Demonstrates that associativity or grouping of factors do not make a difference in the product; e.g., (2x3)x4=2x(3x4)

2.2.3.13 (3) Solves problems involving multiples of 10

2.2.3.14 (3-4) Demonstrates that one is the identity element for multiplication (one times a number is that number)

2.2.3.15 (3-4) Demonstrates that multiplication is distributive over addition; e.g., 3+2x6= 3+(2x6)= 3+12=15

2.2.3.16 (4) Completes multiplication sentences for facts 6 to 9

2.2.3.17 (4) Supplies a missing multiplicand or multiplier to solve and equality, with or without regrouping

2.2.3.18 (4) Gives orally or in writing the 100 multiplication facts

2.2.3.19 (4) Extends multiplication problem solving to include four-digit multiplicands by one-digit multipliers, with regrouping

2.2.3.20 (4) Solves multiplication problems containing two-digit multiplicands and two-digit multipliers with regrouping

2.2.3.21 (4) Extends multiplication problem solving to include three-digit multiplicands by two-digit multipliers with regrouping

2.2.3.22 (4) Computes any four-digit problem with 0

2.2.3.23 (4) Reads, writes, and solves equations with parenthesis; e.g., 3x2x5= (3) (2) (5)

2.2.3.24 (4) Estimates answer to a given problem prior to solving the problem

2.2.3.25 (4) Solves word problems by separating out pertinent facts from given information

2.2.3.26 (4) Solves one- and two-step multiplication word problems

2.2.3.27 (4) Writes a number sentence to solve word problems

2.2.3.28 (5) Reads, writes, and solves equations using the symbol • for multiplication

2.2.3.29 (5-6) Reviews orally and in writing the products of multiplication facts 0-9

2.2.3.30 (5-6) Extends multiplication problem solving to include three-digit multiplicands by three-digit multipliers without regrouping

2.2.3.31 (5-6) Constructs and solves multiplication equations based upon teacher dictated story problems

2.2.3.32 (7) Demonstrates that a positive number multiplied by a positive number equals a positive number

2.2.3.33 (7) Demonstrates that a positive number multiplied by a negative number equals a negative number

2.2.3.34 (7) Demonstrates that a negative number multiplied by a negative number equals a positive number

2.2.3.35 (7-8) Writes problems and answers with place value alignment; e.g., straight columns, use of symbols, consistent numeral size

2.2.3.36 (7-8) Shows flexibility in using varying answer formats; e.g., multiple choice, transferring answer to a column

2.2.4 Division

2.2.4.1 (3) Reads, writes and solves equations using the symbols $\lfloor$, $\div$, =

2.2.4.2 (3) Identifies number sentences which reveal the inverse relationships between multiplication and division

2.2.4.3 (3) Completes division sentences for facts to 5

2.2.4.4 (3) Solves even division problems containing three-digit dividends with divisors of the numerals 2, 3, 4, and 5

2.2.4.5 (3) Solves division problems containing one- and two-step division, with remainders

2.2.4.6 (3) Estimates answer to a given problem prior to solving the problem

2.2.4.7 (3) Identifies and writes equations in problem solving situations

2.2.4.8 (3-4) Demonstrates that one is the identity element for division (a number divided by one is that number)

2.2.4.9 (4) Completes division sentences for facts 6 through 9

2.2.4.10 (4) Solves both even and uneven division problems containing three- and four-digit dividends and one-digit divisors

2.2.4.11 (4) Extends problem solving of even and uneven division problems to include four-digit dividends by one-digit divisors

2.2.4.12 (4) Extends problem solving of even and uneven division problems to include three- and four-digit dividends by two-digit divisors

2.2.4.13 (4) Divides a dividend which includes the numeral zero

2.2.4.14 (4) Calculates averages

2.2.4.15 (4) Estimates answer to a given problem prior to solving problem

2.2.4.16 (4) Solves word problems by separating out pertinent facts from given information

2.2.4.17 Solves one- and two-step division word problems

2.2.4.18 (4) Writes a number sentence to solve word problems

2.2.4.19 (5-6) Extends problem solving of even and uneven division problems to include three- and four-digit dividends by three-digit divisors

2.2.4.20 (5-6) Constructs and solves division equations based upon teacher dictated story problems

2.2.4.21 (7) Demonstrates that both a positive number divided by a positive number and a negative number divided by a negative number equals a positive number

2.2.4.22 (7) Demonstrates that both a negative number divided by a positive number and a positive number divided by a negative number equals a negative number

2.2.4.23 (7-8) Writes problems and answers with place value alignment; e.g., straight columns, use of symbols, consistent numeral size

2.2.4.24 (7-8) Shows flexibility in using varying answer formats; e.g., multiple choice, transferring answer to a column

2.2.5 Multiple Operations

2.2.5.1 Computes multiple operations at ability level on a given page
- a. several addition problems and several subtraction problems on the same page
- b. multiple operations within a single problem; e.g., 4+2-1=5

2.2.5.2 Computes mixed story problems at ability level on a given page
- a. multiple operations; e.g., several addition problems and several subtraction problems on the same page
- b. multiple operations within a single story problem

2.2.6 Calculator

2.2.6.1 Operations on ability level
- a. Calculates addition problems
- b. Calculates subtraction problems
- c. Calculates multiplication problems
- d. Calculates division problems
- e. Checks answer by doing inverse operation

2.2.6.2 Calculates multiple operations (flow charting) on ability level

2.2.6.3 Problem solving on ability level
- a. Calculates teacher dictated problems
- b. Calculates written story problems

2.3 Rational Numbers: Number and Numeration

2.3.1 (K) Recognizes one-half of a concrete object

2.3.2 (1) Recognizes one-third and one-fourth of a concrete object

2.3.3 (1) Identifies the fractions one-half, one-third, and one-fourth

2.3.4 (2) Reads and writes the symbol for the fractional part of a region (limit: 1/2, 1/3, 1/4)

2.3.5 (2) Shades a fractional part (1/2, 1/3, 1/4) of a given figure

2.3.6 (2) Circles a fractional part of a set; e.g., circle 1/3 of the X's

XXX
XXX
XXX

2.3.7 (2) Arranges pictures of fractional parts showing 1/4, 1/3, 1/2 according to size

2.3.8 (3) Identifies fractional parts of halves, thirds, fourths, fifths, sixths, and eighths

2.3.9 (3) Arranges fractional numbers with the same denominators from smallest to largest; e.g., 1/4, 2/4, 3/4, 4/4

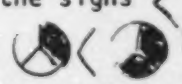
2.3.10 (3) Writes a fraction for a shaded region or for part of a set; e.g.,

3/4

2.3.11 (3) Identifies the number of equivalent parts in a region and writes fractions equal to 1; e.g.,

$\frac{4}{4} = 1$ $\frac{2}{2} = 1$

2.3.12 (3) Compares fractions with the aid of a model using like or different denominators. Uses the signs $<$, $>$, $=$; e.g.,


1/3 2/3

2.3.13 (3) Writes a mixed number for the shaded parts of a region; e.g.,

= 2 1/2

2.3.14 (3) Illustrates that 1/3, 1/4 1/5 indicates dividing a whole into 3, 4, or 5 parts

2.3.15 (4) Identifies and writes a fraction equivalent to a given fraction

2.3.16 (4) Demonstrates the understanding of the terms numerator and denominator

2.3.17 (4) Identifies proper fractions, improper fractions and mixed numbers

2.3.18 (4-5) Expresses a number less than 100 in prime factored form; e.g., 90 = 2x3x3x5

2.3.19 (4-5) Determines the Least Common Multiple (Least Common Denominator; LCM or LCD) in a set of 3 numbers

2.3.20 (4-5) Uses the LCM or LCD to rename unlike fractions

2.3.21 (4-5) Determines the Greatest Common Factor (GCF) in a set of numbers

2.3.22 (4-5) Uses GCF to reduce fractions to their simplest form

2.3.23 (5) Finds equivalent fractions and uses a method of checking for equivalence; e.g., 4/6=2/3
inverting: 4/6 = 2/3
4/6 x 3/2 =12/12=1
cross product: 4/6 x 2/3=12/12=1

2.3.24 (5) Arranges fractional numbers in order from smallest to largest and largest to smallest

2.3.25 (7) Expresses the ratio of two numbers as a fraction; e.g., the given numbers 7 and 10 can be expressed as 7 to 10; 7:10; 7/10

2.3.26 (7) Solves the unknown in a set of ratios; e.g.

$$\frac{7}{8} = \frac{14}{?}$$

2.4 Rational Numbers: Operations

2.4.1 (4) Identifies and writes a fractional part of a number; e.g., 1/5 of 10 = 2

2.4.2 (4) Adds two simple fractions with <u>like denominators</u> (no regrouping); e.g.,

2/4 + 1/4 = 3/4

2.4.3 (4) Subtracts two simple fractions with <u>like denominators</u> (no regrouping); e.g..

3/4 - 2/4 = 1/4

2.4.4 (4) Adds mixed numbers with <u>like denominators</u> (no regrouping, no renaming in sum); e.g.,

2 2/4 + 1 1/4 = 3 3/4

2.4.5 (4) Subtracts mixed numbers with <u>like denominators</u> (no regrouping, no renaming in difference); e.g.,

3 3/4 - 1 2/4 = 2 1/4

2.4.6 (4) Adds unlike fractions; the common denominator is present in the problem; e.g.,

4 1/2 + 2 1/4 = 6 3/4

2.4.7 (4) Subtracts unlike fractions; the common denominator is present in the problem; e.g..

4 3/4 - 1 1/2 = 3 1/4

2.4.8 (5) Reduces fractions to their simplest form; e.g., 2/4 = 1/2

2.4.9 (5) Writes the correct mixed numeral for a given improper fraction or the correct improper fraction for a mixed numeral; e.g.,

5/2 = 2 1/2

2.4.10 (5) Adds two fractions or mixed numbers with common denominators. All answers in lowest terms; e.g.

1/4 + 1/4 = 2/4 = 1/2

2.4.11 (5) Subtracts two fractions or mixed numbers with common denominators with regrouping, all answers given in lowest terms

2.4.12 (5) Adds and subtracts mixed numbers with unlike denominators when common denominator is present; e.g.,

4 3/4 + 1 1/2 = 6 1/4

2.4.13 (5) Computes the sum and difference of mixed numbers, renaming difficulties to be included; e.g..

5 - 1 3/4 = 3 1/4
5 1/4 - 1 1/2 = 3 3/4

2.4.14 (5) Multiplies two proper fractions with uncommon demoninators; e.g.

2/3 x 1/4 = 1/6

2.4.15 (5) Multiplies a whole number by a proper fraction; e.g.

2 x 3/4 = 1 1/2

2.4.16 (5) Multiplies a mixed number by a proper fraction; e.g.,

1 2/3 x 3/4 = 1 1/4

2.4.17 (5) Multiplies a whole number by a mixed number; e.g.,

4 x 1 2/3 = 6 2/3

2.4.18 (5) Multiplies two mixed numbers; e.g.,

1 3/4 x 1 2/5 = 2 4/5

2.4.19 (5) Renames the remainder in division as a fraction (in lowest terms); e.g.,

7 ÷ 2 = 3 1/2

2.4.20 (5) Divides a proper fraction by a proper fraction; e.g.

3/4 ÷ 1/4 = 3

2.4.21 (5) Divides a whole number by a proper fraction; e.g.

2 ÷ 3/4 = 2 2/3

2.4.22 (5) Divides a proper fraction by a whole number; e.g.

3/4 ÷ 2 = 3/8

2.4.23 (5) Divides a mixed number by a mixed number; e.g.

1 3/4 ÷ 1 1/6 = 1 1/2

2.4.24 (6) Computes the sums involving fractional numerals and mixed numerals with unlike denominators on the same page, all difficulties. Expresses answers in simplest form

2.4.25 (6) Computes the differences involving fractional numerals and mixed numerals with unlike denominators on the same page, all difficulties, including regrouping. Expresses answers in simplest form

2.4.26 (6) Computes addition and subtraction problems in vertic!e and horizontal mode

2.4.27 (6-7) Solves word problems using fractions

2.4.28 (6-7) Applies knowledge of fractions to daily living; e.g.,follows recipes, doubles and halves recipes, explains concept of sale (1/2 off)

2.4.29 (6-7) Computes the sums in problems involving three or more fractional or mixed numerals with unlike denominators, in verticle and horizontal mode, including regrouping. Expresses answers in simplest form.

2.4.30 (7) Expresses the ratio of two given numbers as a fraction; e.g.,7, 10 = 7 to 10, 7:10, 7/10

2.4.31 (8) Ranks unlike fractions according to size from largest to smallest; e.g.,

1/2, 5/16, 3/8. 3/10, 1/2, 3/8, 5/16, 3/10

2.5 Decimals: Number and Numeration

2.5.1 (4) Reads and writes decimals to the hundredth's place

2.5.2 (4) Demonstrates that the position of the decimal point is used to locate place value

2.5.3 (4) Writes a decimal fraction for a mixed numeral; e.g., 25 7/10 = 25.7

2.5.4 (4-5) Converts a decimal to a fractional number in which the denominator is always ten or a multiple of ten

2.5.5 (5) Distinguishes the difference in function between the decimal point and the comma in a number

2.5.6 (5) Reads and writes (numbers and words) decimals to the thousandth's place

2.5.7 (5) Estimates answer with decimals

2.5.8 (5-6) Compares and orders decimals which are less than 1 but greater than .001; e.g., .13, .282, .705, .2, .705, .282, .2, .13

2.5.9 (6) Rewrites fractions whose denominators are 10,000 and 1,000 in decimal form

2.5.10 (6) Converts 1/2, 1/4, 1/5, 1/3, 2/3, 1/10, 1/6, 5/6, and 7/8 to decimal form

2.5.11 (6) Rounds off decimals to the tenths, hundredths and thousandth's place

2.5.12 (6) Converts common fractions and mixed numerals to terminating finite decimals; e.g.,

1/3 = .33

2.5.13 (6) Writes a repeating decimal to represent a rational number; e.g.,

.3333 (infinite) = 3333/10,000

2.5.14 (6) Converts terminating decimals to common fractions and numbers; e.g.,

.5000 (finite) = 1/2

2.5.15 (6) Demonstrates the understanding of the relationship among fractions, decimals, and percentages by converting one to the other

2.5.16 (7-8) Reads and writes (numbers and words) decimals to the ten thousandth's place

2.5.17 (7-8) Rounds off decimals to the ten thousandth's place

2.5.18 (7-8) Rounds off mixed numerals to the nearest whole number

2.5.19 (8) Compares and orders decimal numerals less than 1 but greater than .0001 according to relative size; e.g.,
.62, .5831, .8043, .1
.8043, .62, .5831, .1

2.6 Decimals: Operations

2.6.1 (4) Adds and subtracts decimals to the hundredth's place with renaming in both horizontal and vertical mode

2.6.2 (5) Multiplies decimals including annexing zeros to the product (limit: hundredths); e.g.,

$$\begin{array}{r} .12 \\ \times\ .2 \\ \hline .024 \end{array}$$

2.6.3 (5) Divides decimals with decimal places in the dividend only

2.6.4 (5-6) Constructs and solves decimal equations based on teacher dictated story problems

2.6.5 (6) Adds decimals extending to the thousandth's place

2.6.6 (6) Subtracts decimals extending to the thousandth's place

2.6.7 (6) Multiplies decimal numerals whose products contain up to four decimal places

2.6.8 (6) Divides decimals, with decimal place in both divisor and dividend and demonstrates correct use of the caret

2.6.9 (6-7) Computes story problems with decimals

2.6.10 (7) Adds decimals extending to the ten thousandth's place

2.6.11 (7) Subtracts decimals extending to the ten thousandth's place

2.7 Percents

2.7.1 (4-6) Identifies and writes the percent sign

2.7.2 (6) Defines percent as a common fraction in which the denominator is always one hundred

2.7.3 (6) Converts common percents to decimals and vice versa

2.7.4 (6) Converts percents to common fractions and vice versa

2.7.5 (6-7) Demonstrates the relationship between decimals, fractions and percents

2.7.6 (6-7) Computes formulas involving percent for
a. rate (percentage divided by base); e.g., 10% = 1 ÷ 10
b. percentage (base times rate); e.g., 1% = 10 x .10
c. base (percentage divided by rate); e.g., 10 = 1% ÷ .10

2.7.7 (6-7) Constructs and solves percentage equations based on teacher dictated story problems

2.7.8 (6-7) Calculates a percent of a given number

2.7.9 (6-7) Calculates what percentage one number is of another number

2.7.10 (6-7) Calculates a number when a percent of it is known

2.7.11 (6-7) Calculates percent of rate increase or decrease

2.7.12 (7-8) Applies percentage calculations; e.g., compound interest, sales, tax, etc.

2.7.13 (8) Determines and/or applies percents greater than 100 and percents less than one

2.8 Geometry

2.8.1 (K) Selects or names a circle, square, rectangle, or triangle from a set of objects or a picture

2.8.2 (1) Identifies circles, squares, rectangles, and triangles when given models of geometric figures and an oral description of their properties

2.8.3 (1) Draws recognizable circle, square, rectangle, and triangle and cuts them out

2.8.4 (2) Differentiates between open and closed curves; e.g., C J O O

2.8.5 (2) Draws lines or line segments with a straight edge or ruler

2.8.6 (3) Identifies and draws simple closed-plane curves

2.8.7 (3) Finds a figure congruent to a given one

2.8.8 (4) Identifies in common objects the shapes of these three dimensional objects: rectangle, prism, cylinder, cone, sphere, cube, and pyramid

2.8.9 (4) Classifies quadrilaterals as squares, rectangles, or parallelograms

2.8.10 (4) Identifies triangles, pentagons, and hexagons

2.8.11 (4) Uses accurately the terms point, line, line segment, and ray when describing polygons

2.8.12 (5) Differentiates between and demonstrates intersecting, parallel, and perpendicular lines

2.8.13 (5) Demonstrates the extended concepts of points, space, line segments, lines, rays, angles (acute, obtuse, right, straight), sides, planes, faces, and verticals

2.8.14 (5) Defines circle and uses accurately the descriptive terms center, radius, circumference, and diameter

2.8.15 (5) Computes the perimeter and area of rectangles and squares

2.8.16 (5-6) Identifies an angle by naming three points including the vertex; e.g., angle ABC, angle CBA

2.8.17 (5-6) Measures acute, obtuse and right angles using the correct scale on a protractor

2.8.18 (5-6) Estimates size of angle

2.8.19 (5-6) Draws acute, obtuse and right angles using a protractor

2.8.20 (6) Computes problems using formulas for finding the perimeters and areas of rectangles, square, triangles, and circles

2.8.21 (6) Names number pairs for points on a graph (grid). Locates points on a graph, given number pairs

2.9 Measurement

2.9.1 Linear

2.9.1.1 (K) Demonstrates understanding of comparative height terms, short and tall

2.9.1.2 (K) Demonstrates understanding of comparative linear terms, short and long

2.9.1.3 (K) Identifies differences of two distances using near and far

2.9.1.4 (1) Measures length in feet and inches

2.9.1.5 (1) Estimates distances using appropriate units of measure (feet and inches)

2.9.1.6 (2) States number of inches in a foot, inches in a yard, and feet in a yard

2.9.1.7 (2) Reads, writes and uses the inches (") and feet (') symbols correctly

2.9.1.8 (2) Reads, writes and uses the abbreviation for inches (in.) and feet (ft.)

2.9.1.9 (3) Measures yards, feet, inches, half-inches

2.9.1.10 (3) Estimates distances using appropriate units of measure (yards, feet, inches, half-inches)

2.9.1.11 (4) Measures linear distances in inches, feet, yards, and miles

2.9.1.12 (4) States that height is measured in feet and inches

2.9.1.13 (4) Measures perimeters in linear units

2.9.1.14 (4) Measures a given object to the closest fractional part using yards, feet, and inches

2.9.1.15 (5-7) Measures fractional parts of an inch; e.g., 1/4, 1/8, 1/16

2.9.2 Mass (Weight)

2.9.2.1 (K) Identifies objects in terms of large, medium, and small

2.9.2.2 (K) Demonstrates understanding of comparative weight terms, light and heavy

2.9.2.3 (K) Demonstrates an understanding of terms indicating comparative sizes - big and little, large and small

2.9.2.4 (1) Compares the relative weights and objects

2.9.2.5 (4) Measures dry weight using ounces, pounds and tons

2.9.2.6 (4) States that body weight is measured in pounds and ounces

2.9.2.7 (4) Reads and uses the abbreviation of ounce (oz.) and pound (lb.) correctly

2.9.3 Volume

2.9.3.1 (1) Identifies which of two containers will hold the larger volume

2.9.3.2 (2) Differentiates among following measures: cup, pint, half-pint, quart, gallon, and half-gallon

2.9.3.3 (3) Differentiates among measures of tablespoon, teaspoon, half teaspoon

2.9.3.4 (3) Reads and uses abbreviation of c., pt., qt., gal. correctly

2.9.3.5 (4) Measures liquids in cups, pints, quarts, and gallons

2.9.4 Temperature

2.9.4.1 (1) States temperature to the nearest degree in fahrenheit, given a thermometer

2.9.4.2 (3) Distinguishes between body and weather thermometers

2.9.4.3 (4) States freezing and boiling point of water and average room temperature in fahrenheit degrees

2.9.4.4 (5) States the average body temperature

2.9.5 (2) Identifies dozen and half dozen in a set of objects

2.9.6 (2) Gives examples of appropriate measurement units of common objects; e.g., a pair of gloves, yards of material, a dozen eggs

2.9.7 (4) Converts values from one measure to another (linear, mass, volume)

2.9.8 (7) Gives examples of measurement units for a gross, ream, bushel

2.9.9 Metrics

2.9.9.1 (1) Measures length and distance in meters and millimeters

2.9.9.2 (1) States temperature to the nearest degree in Celsius, given a thermometer

2.9.9.3 (2) Distinguishes between the weight measurement for a pound and the mass measurement for a kilogram

2.9.9.4 (3) Differentiates among half pounds, quarter pounds, ounces, grams, and kilograms

2.9.9.5 (3) Differentiates among gallons, half gallons, quarts, pints, cups, liters, and milliliters

2.9.9.6 (4) Measures a given object to the closest fractional part using millimeters and meters

2.9.9.7 (4) States degrees in Celsius for
a. 100^{0} boiling point of water
b. 0^{0} freezing point of water
c. 20^{0} room temperature

2.9.9.8 (4) Matches metric prefixes with the metric units for measuring:
a. making units smaller
1. deci. = .1 (1 decimeter is 1/10 of a meter)
2. centi. = .01 (centimeter is 1/100 of a meter)
3. milli = .001 (1 millimeter is 1/1000 of a meter)
b. making units larger
1. hecto = 100 times (1 hecto is 100 meters)
2. kilo = 1000 times (1 kilometer is 1000 meters)
3. mega = 1,000,000 times (1 megameter is 1,000,000 meters)

2.9.9.9 (6) Computes problems using metric units of mass, length, temperature, and volume (dry and liquid)

2.9.10 (5) Identifies the basic units of measure in relation to mass, length, volume, and temperature

2.9.11 (6) Computes the average for a group of like measurements (height, weight, etc.)

2.9.12 (6) Computes problems using customary units of mass, length, temperature and volume (dry and liquid)

2.9.13 (6) Estimates when working with measurement

2.9.14 (6) Computes unlike units of measurement; e.g., 13' 2" + 2' 6" = _____

2.9.15 (7-8) Computes multiplication problems using units of length and volume (dry and liquid)

2.10 Money

2.10.1 Identifies by name:
a. (K-1) penny, nickel, dime, quarter
b. (1-2) half dollar
c. currency

2.10.2 (1-2) Identifies the sequence value of a penny, a nickel, a dime, a quarter, and a half dollar

2.10.3 (1) Counts twenty-five cents using pennies, nickels, and/or dimes

2.10.4 Makes change for
a. (1) dimes and nickels with pennies
b. (2) 5¢, 10¢, 25¢, 50¢
c. (2-3) amounts up to $1.00
d. (3-4) amounts up to $5.00
e. (4-5) amounts up to $10.00

2.10.5 (2) Recognizes the symbols ¢, $, and .

2.10.6 (2) Tells value of groups of differing coins

2.10.7 (3) Counts a sum of money and records the amount, using the dollar sign, and decimal point

2.10.8 (3-6) Performs operations using various amount of money:
a. (3) addition to $5
b. (3) subtraction to $5
c. (4) addition to $10
d. (4) subtraction to $10
e. (4) multiplication to $10
f. (5-6) division to $10

2.10 9 (1-6) Constructs and solves story problems which include money

2.11 Calendar

2.11.1 Days of Week

2.11.1.1 (K) Names the days of the week in order

2.11.1.2 (1) States the number of days in a week

2.11.1.3 (1) Names the following and preceding days of the week for a given day

2.11.1.4 (1-2) Reads the days of the week

2.11.1.5 (3) States the number of week in a year

2.11.1.6 (4) Computes operations involving calendar; e.g., What will the date be one week from today?

2.11.2 Months of the Year

2.11.2.1 (2) Names the months of the year in order

2 11.2.2 (2-3) States the number of months in a year

2.11.3 (K) Verbalizes birth date

2.11.4 (1) Reads the days, weeks, months, year, and seasons from the calendar

2.11.5 (1) States in what season a given month occurs

2.11.6 (2-3) States the number of months in a year

2.11.7 (2-3) States the number of days in a year

2.11.8 (2-3) Writes birth date

2.11.9 (3) Names the seasons

2.11.10 (3) States in which months the major holidays occur

2.11.11 Reads and writes dates in
a. (3) Numerical form
b. (4-6) Written form (including abbreviations)

2.11.12 (4) Names number of days in each month

2.11.13 (7) States the meaning of B.C. and A.D.

2.12 Time

2.12.1 (K-1) Identifies sequences of events in time:
a. yesterday, today, tomorrow
b. before, after

2.12.2 (K-1) States relationship of morning, afternoon, evening, and midnight

2.12.3 (K-1) States that clocks and watches are used to tell time

2.12.4 (K-1) Reads the numerals on the clock

2.12.5 (K-1) Tells which is the hour hand and which is the minute hand

2.12.6 (1) Tells which number is the hour number and minute number on a digital clock

2.12.7 (1) Reads and writes the time from a clock and in written form to the nearest hour

2.12.8 (1) States the number of hours in a day

2.12.9 (2) Reads and writes the time from a clock and in written form:
a. to the nearest half hour
b. to the nearest quarter hour
c. to five minute intervals

2.12.10 (3) Reads and writes the time from a clock and in written form to the nearest minute

2.12.11 (3) States the number of minutes in
a. an hour
b. a half hour
c. three quarters of an hour
d. a quarter of an hour

2.12.12 (3) Uses a.m. and p.m. to indicate correct time of day

2.12.13 (4) Demonstrates understanding that 30 minutes past is the same as half past, that a quarter of is 45 minutes past and that a quarter after is 15 minutes past

2.12.14 (4) States the number of seconds in a minute

2.12.15 (4) Reads abbreviations for hour, minute, and second

2.12.16 (4) Reads the time from a clock and in written form to the nearest second

2.12.17 (4) Uses abbreviations of hour, minute and second in writing time

2.12.18 (4) Extends telling time to include century and decade

2.12.19 (4) Relates amounts of time in terms of hours and minutes using the addition and subtraction alogrithms; e.g.,
20 minutes later than 2:05
35 minutes earlier than 6:47

2.12.20 (7) Computes operations involving time where regrouping and renaming is required; e.g.,

$$\begin{array}{r} 5 \text{ hr. } 20 \text{ min.} \\ \times \qquad 3 \\ \hline 5 \text{ hr. } 60 \text{ min.} \end{array} = 6 \text{ hours}$$

$$\begin{array}{r} 5 \text{ hr. } 20 \text{ min.} \\ +6 \text{ hr. } 50 \text{ min.} \\ \hline 11 \text{ hr. } 70 \text{ min} \end{array} = 12 \text{ hr. } 10 \text{ min}$$

2.13 Graphs, Charts and Tables

2.13.1 (1-2) Reads, interprets or completes a simple bar graph given data

2.13.2 (2-3) Interprets simple tables, bar graphs, pictographs, and schedules

2.13.3 (2-3) Constructs simple tables, bar graphs, pictographs, and schedules

2.13.4 (3) Uses data in graphs, charts and tables to find sums and differences

2.13.5 (4) Interprets line graphs

2.13.6 (4) Constructs line graphs

2.13.7 (4) Interprets and reads a time schedule

2.13.8 (5) Interprets tables, schedules, graphs (pictographs, bar graphs, circle graphs), and coordinate grids

2.13.9 (5) Constructs tables, schedules, graphs (pictographs, bar graphs, circle graphs), and coordinate grids

2.13.10 (5) Demonstrates understanding of scale drawing

2.13.11 (5) Draws simple scale drawing

2.13.12 (5) Interprets legends or keys on a map or globe

2.13.13 (5) Solves word problems using tables, schedules, and graphs

2.13.14 (5) Estimates distance on map or globe

(See Daily Living Skills for further map skills)

Language Arts

3. LANGUAGE ARTS

NOTE: Language Arts curriculum tends to defy analysis as a linear skill hierarchy. The skill components provided in this guide are meant to be an aid to the teacher who would select and order the skills to be taught and then determine the most effective teaching method at the appropriate instructional level for a given pupil. When referring to this guide for short term objectives, please specify, whenever appropriate, the instructional level at which the pupil is functioning.

3.1 Communication Skills

3.1.1 Listening Skills

3.1.1.1 Attends to auditory stimuli; e.g., speaker, film, tape

3.1.1.2 Recognizes main idea of speaker

3.1.1.3 Recalls details from oral presentation

3.1.1.4 Follows directions
- a. one part
- b. two part
- c. three part

3.1.1.5 Categorizes information presented orally to facilitate memory; e.g., separates a list of mixed words containing fruit and parts of the body
apple, arm, orange, pear, head, banana, foot, hand
fruit: apple, orange, pear, banana
body: arm, head, foot, hand

3.1.1.6 Listens critically to
- a. distinguish relevant from irrelevant content
- b. separate fact from fantasy
- c. distinguish fact from opinion
- d. determine speaker's point of view

3.1.2 Vocabulary Development

3.1.2.1 Develops a reading vocabulary at instructional level from the reading program being used

3.1.2.2 Associates specific words with common classification; e.g., apple/fruit car/transportation

3.1.2.3 Describes specific picture, person, place, thing, event, or situation using appropriate descriptive words

3.1.2.4 Develops vocabulary lists for a given topic; e.g., a list of words about summer vacation; a list of words that could be used for travel--voyage, trip, went....

3.1.2.5 Defines and/or uses specialized vocabulary in science, social studies, and math at instructional level

3.1.2.6 Defines and uses at instructional level
- a. antonyms
- b. homonyms
- c. synonyms
- d. homographs; e.g., bow, bow; live, live

BEST COPY AVAILABLE

3.1.2.7 Uses words with multiple meanings appropriately; e.g., mark, school, table, run

3.1.2.8 Interprets idioms; e.g., He hit the roof. Her eyes popped out.

3.1.2.9 Interprets metaphors; e.g., He was pleased as punch. She is as busy as a beaver.

3.1.2.10 Interprets loaded words; e.g., dumb, gross, jerk

3.1.2.11 Completes word analogies; e.g., dog walks, bird flies

3.1.2.12 Distinguishes when to use slang words and when not to use slang words

3.1.3 Syntax and Grammar in Oral Communication

3.1.3.1 Uses appropriate word order

3.1.3.2 Uses complete sentences

3.1.3.3 Uses subject-verb agreement

3.1.3.4 Uses negatives appropriately

3.1.3.5 Uses contractions appropriately

3.1.3.6 Uses possessives appropriately

3.2 Reading

3.2.1 Interest in Reading

3.2.1.1 Indicates interest in being read to

3.2.1.2 Indicates interest in learning to read

3.2.1.3 Reads with purpose; e.g., entertainment, information

3.2.2 Word Recognition Skills

3.2.2.1 Decoding skills

a. associates consonant sound with letter (record learned consonants if appropriate)
   1. beginning
   2. middle
   3. ending
b. reads words with short vowel sounds (record) learned vowels if appropriate)
c. reads consonant - vowel - consonant words (c-v-c)
d. reads words with long vowel sounds (record learned vowels if appropriate)
e. reads words with consonant blends
f. reads words with consonant digraphs; e.g., ch, sh, th
g. reads one syllable words with final silent "e"
h. reads words with vowel digraphs (two vowels which make one sound); e.g., boat, read, tail, need
i. reads words with vowel dipthongs (two vowels which make two sounds)
j. reads "r" controlled words; e.g., third, verb, cellar, fur, rumor
k. reads words with long vowel sounds varriations; e.g., lay, snow, eight, great

BEST COPY AVAILABLE

1. reads words with selected phonetic irregularities:
   1. soft and hard c and g sounds; e.g., cigar, engine, cat
   2. silent letters; e.g., knife, write, gnaw, lamb
   3. y sounds like i and e; e.g., candy, fly
   4. gh, ph sounds like f; e.g., rough, phone
   5. tion, sion, cian sounds like shun; e.g., relation, mission, musician

3.2.2.2 Structural analysis
- a. identifies root words
- b. identifies prefixes
- c. identifies suffixes
- d. identifies components of compound words
- e. reads contractions and comprehends what the contractions stand for
- f. identifies abbreviations

3.2.2.3 Syllabification: Reads words with two or more syllables using the following rules:
- a. between a root word and its affixes, e.g., play-ful, un-happy
- b. between two consonants which are not a digraph or blend (vc - cv); e.g., drum-mer
- c. a single consonant between vowels may go with either syllable (vc-v, v-cv); e.g., ba-con, lem-on (depends on whether the vowel is long or short)
- d. compound words
- e. a consonant before "le" always goes with the "le" letter combination creating a separate syllable; e.g., un-cle
- f. number of vowel sounds in a word determine number of syllables

3.2.2.4 Sight words
- a. reads sight words from selected word lists; e.g., Fry, Wilson, Fitzgerald, Dolch (record selected word list(s) and level(s) used)
- b. reads common functional signs and symbols
- c. reads direction words
- d. reads words from own writing

3.2.2.5 Contextual clues
- a. identifies unknown word meanings using picture clues
- b. identifies unknown word meanings using context clues
- c. uses inferred meaning to determine meaning of unknown word in sentence
- d. determines whether sentence read makes sense
- e. uses prefixes and suffixes to extract meaning of word

3.2.3 Reads material at mastery level smoothly and expressively

3.2.4 Comprehension

3.2.4.1 Follows written directions on reading level

3.2.4.2 Literal comprehension on reading level
- a. recalls details
- b. sequences details
- c. states main idea
- d. summarizes

3.2.4.3 Inferential comprehension on reading level
- a. predicts reasonable outcome

BEST COPY AVAILABLE

b. draws appropriate conclusions
c. makes logical generalizations
d. uses context to gain meaning (word, phrase)
e. interprets pictorial information
f. determines cause and effect
g. separates fact from opinion
h. infers character traits, motives, emotions

3.2.4.4 Critical comprehension on reading level
a. determines author's point of view
b. reads critically to evaluate and interpret information
c. compares and contrasts
d. analyzes different literary styles of writing; e.g., sarcasm, humor, fantasy, science fiction, etc.
e. determines readings as fiction or non-fiction
f. forms value judgments

3.2.5 Study Skills

3.2.5.1 Alphabetizing
a. sequences letters
b. arranges words through third letter
c. arranges multi-letter words
d. sequences abbreviations and odd words; e.g., McDonald

3.2.5.2 Dictionary Skills
a. uses picture dictionary
b. uses guide words in the dictionary to locate words
c. identifies appropriate definition for given words
d. pronounces words using dictionary cues; e.g., accent marks, pronunciation key, syllabification marks

3.2.5.3 Locates and uses the following parts of a book:
a. title page
b. table of contents
c. glossary
d. index
e. bibliography
f. appendix
g. publishing information

3.2.5.4 Library Skills
a. familiarizes self with general arrangement of library
b. locates and uses card catalog to find a book
c. identifies purpose of reference materials; e.g., encyclopedia, alamanac, atlas, thesaurus
d. locates information in resource materials; e.g., encyclopedia, almanac
e. locates and uses reader's guide

3.2.5.5 Study Strategies *
a. takes relevant notes from written material
b. skims headings to locate appropriate selections to answer questions
c. outlines reading selections including
1. use of outline format
2. classifying ideas
3. selecting sentence or paragraph topics
4. organizing information
d. develops and uses individual study strategies; e.g., skimming, note taking, underlining, outlining, SQ3R (Survey, Question, Read, Recite, Review)

*See the Secondary SIEBD Handbook for further ideas

BEST COPY AVAILABLE

3.2.6 Test Taking Strategies

3.2.6.1 Standardized Tests:

a. comprehends directions for taking tests
b. comprehends standarized testing vocabulary; e.g., as found in the P&R: AGREEMENT, DISAGREEMENT, ERROR, NO ERROR, NOT STATED NOR SUGGESTED, NONE, DO NOT TURN PAGE UNTIL TOLD TO DO SO
c. reads questions and possible answers carefully; e.g., on True/False questions watches for absolutes and negatives which impact answer; multiple choice questions - uses process of elimination
d. transfers selected answer from booklet to computerized answer sheet using full space provided and making sure answer is for right question number
e. paces self; e.g., skips unknown problems, answers easier ones first, uses total time given
f. checks answers

3.2.6.2 Teacher made tests: applies one or more of the following strategies:

a. SCORER (Schedule your time, locate and underline Clue words, Omit difficult questions, Read carefully, Estimate your answer, Review your work)
b. MOP (before test, write all Memorized information on the back of the test, read test and Order answers as to which questions weigh more (gather points), establish Preparation time limit for each question)
c. reads questions and possible answers carefully; e.g., on True/False questions - watches for absolutes and negatives which impact answer; multiple choice questions - uses process of elimination
d. uses context clues for answers
e. outlines answer for essay question
f. paces self; e.g., skips unknown questions, answers easier ones
g. writes answers legibly
h. checks answers

3.3 Written Language

3.3.1 Mechanics of Written Language

3.3.1.1 Handwriting

a. Manuscript
   1. writes manuscript letters as introduced in reading program
      a) with model
         1) lower case
         2) upper case
      b) without model
         1) lower case
         2) upper case

2. reduces letters to appropriate size
   a) 1/2 inch
   b) 1/4 inch
   c) 3/8 inch
3. writes manuscript legibly at ability level paying attention to shape, size, slant, end strokes, spacing, and speed
4. proofreads for errors on own manuscript writing

b. Cursive
1. uses joining stroking movements consistently on paper; e.g., ocean waves
2. demonstrates joining strokes on cursive letters
3. matches cursive upper and lower case letters with manuscript upper and lower case letters
4. writes cursive letters
   a) with model
      1) lower case
      2) upper case
   b) without model
      1) lower case
      2) upper case
5. decodes cursive writing by reading paragraphs of cursive writing
6. reduces size of cursive letters to acceptable "adult" size
7. writes cursive letters at ability level paying attention to shape, size, even slant, end strokes, spacing, and speed
8. proofreads for errors on own cursive writing

3.3.1.2 Spelling

a. spells words and word parts containing phonetic regularity:
   1. base words
   2. prefixes
   3. suffixes
   4. consonants
   5. consonant blends
   6. consonant digraphs
   7. vowel digraphs
b. associates sound with symbol
c. spells words from selected lists:
   1. sightword list; e.g., Dolch, Fitzgerald, Fry, etc. (record list(s) and level(s) used
   2. special words
      a) days of week
      b) months of year
      c) holidays
   3. abbreviations
   4. personal list of words used in own writing
   5. common homonyms; e.g., to, too, two
d. applies selected spelling rules:
   1. suffixes with or without letter changes of base word; e.g., play - played, study - studied
   2. periods in abbreviations
   3. "u" follows "q" in English words
   4. English words never end with the letter "v"
   5. contractions
   6. "i" before "e" except after "c" and words such as neighbor and weigh

e. uses dictionary to check unknown spelling
f. proofreads words for spelling errors (as found on standardized tests including the P&R)
g. proofreads own writing for spelling errors

3.3.1.3 Capitalization: Capitalizes the following:
a. first name and last name
b. pronoun "I"
c. names of other persons
d. initials of names
e. days and months
f. first letter of a sentence
g. special days
h. names of places
i. persons's titles
j. other proper nouns; e.g., Platte River
k. proper adjectives
l. book titles
m. first word in each line of poem
n. first word of a quotation

3.3.1.4 Punctuation: Applies the following punctuation in the appropriate places:
a. end marks
   1. period
   2. question mark
   3. exclamation point
b. commas
   1. in a date
   2. in a salutation
   3. in a series
   4. between city and state
   5. setting off phrases
   6. after yes or no
   7. after a name if it is not a subject or object
c. apostrophe
   1. showing possession
   2. contractions
d. quotation marks
e. period after abbreviation
f. underlining of titles
g. colon
h. semi-colon
i. hyphen

3.3.1.5 Grammar: Applies the following grammatical concepts in writing:
a. parts of speech
   1. nouns (including irregular plurals)
   2. verbs
      a) action verbs
      b) auxiliary verbs
      c) verb tenses
         1) regular
         2. irregular
   3. adjectives (including comparative and superlative)
   4. adverbs (including comparative and superlative)
   5. pronouns
   6. prepositions
b. appropriate word order
c. complete sentence
d. subject-verb agreement
e. negatives
f. possessives
g. conjunctions
h. interjections

3.3.2 Composition

3.3.2.1 Dictation
a. writes words from dictation
b. writes phrases from dictation
c. writes sentences from dictation

3.3.2.2 Sentence Writing
a. draws picture to express idea
b. draws picture to express idea and dictates a sentence to explain a picture
c. draws sequential picture and dictates a sentence for each picture to compose a language picture story

d. copies simple phrases, sentences, notes, letters, etc.
e. copies story which was dictated to teacher and based on personal experiences
f. writes sentences with varying patterns
   1. noun-verb
   2. noun-verb-noun
   3. noun-helping verb-verb-noun
g. writes a complete sentence with correct punctuation, capitalization and spacing
h. transforms simple declarative sentence; e.g., The boy hit the ball, to the
   1. interrogative (What did the boy hit? Didn't the boy hit the ball?)
   2. passive (The ball was hit by the boy.)
   3. negative (The boy did not hit the ball. Didn't the boy hit the ball?)
   4. emphatic (The boy hit the ball. The ball was hit by the boy.)
i. uses descriptive adjectives and adverbs in writing

3.3.2.3 Paragraph Writing
a. writes three or more sentences about one topic
b. writes topic sentences, supporting detail sentences and closing sentences
c. uses proper format - indentation and margins

3.3.2.4 Functional Writing
a. writes address, phone, birthday and other necessary personal information
b. writes lists for a conscious purpose; e.g., shopping, names, plans
c. writes telephone messages
d. writes directions in a sequential order
e. writes a friendly letter and addresses envelope
f. writes a business letter and addresses envelope
g. writes poetry with rhyme and/or rhythm
h. fills out a simple personal information form
i. writes an outline for a story or theme
j. writes a story or theme of one or more paragraphs with beginning and ending
k. writes a story or theme of one or more pages with a beginning, problem, climax, solution, and ending (attention should be given to narrative, descriptive and expository themes and stories)
l. writes a story or theme keeping consistent tense and pronoun perspective
m. note taking
   1. records main ideas
   2. writes at a reasonable rate of speed
   3. reads own notes
   4. organizes notes
   5. summarizes notes
   6. takes tests on notes
n. writes a book report in own words (including outline and references at intermediate levels)

o. compiles a research paper
    1. develops an outline from an article
    2. takes relevant notes on a given topic from varied sources
    3. organizes outline from prerecorded notes
    4. writes research paper in own words from outline including title, page, bibliography and footnotes
p. proofreads own written materials

Daily Living Skills

4. DAILY LIVING SKILLS

NOTE: It is strongly recommended that pupils be at least familiar with the operation of a computer. The Special Education Instructional Resource Center offers instruction to teachers who include computers in a pupil's daily living skills curriculum.

4.1 Transportation

4.1.1 Reads schedules for:
- a. buses
- b. trains
- c. planes

4.1.2 Maps

4.1.2.1 Recognizes a drawing as a map

4.1.2.2 Indicates directions on a map

4.1.2.3 Recognizes and uses symbols and legends on a map

4.1.2.4 Locates given sites on national and regional maps

4.1.2.5 Plots travel plans from point-to-point on national and regional maps, including time necessary and mileage

4.1.2.6 Locates given sites on state and city maps

4.1.2.7 Follows directions on a map to locate a given site

4.1.2.8 Draws maps including a legend or key

4.1.3 Automobile and Motorcycle

4.1.3.1 Driver's Education
- a. reads vocabulary words from current Colorado State Driver's Manual
- b. recognizes signs from same Manual
- c. passes written test over Manual with 80% accuracy

4.1.3.2 Maintenance and Operation
- a. computes gas mileage
- b. reads mileage tables
- c. identifies simple vehicle parts; e.g., spark plugs, oil stick and pan, distributor, radiator, fuse box, fan belt, battery
- d. inspects tires and checks pressure
- e. checks fluid levels (battery, transmission, brakes, radiator, crank case)
- f. checks and changes oil and filter
- g. states advantages and disadvantages of buying various vehicle types; e.g., hot rods vs. fuel efficient cars
- h. states advantages of vehicle insurance

4.1.3.3 Attitude While Driving A Car
- a. discusses need for defensive and courteous driving
- b. discusses consequences of driving while impaired
- c. discusses rationale for safety features; e.g., safety belts, locking doors, helmets
- d. recognizes difference between driving as a privilege and a right

4.2 Finances

4.2.1 Banking

4.2.1.1 Checking Account
- a. opens a checking account (fictitious or real)
- b. writes checks
- c. balances checkbook (includes service charges)
- d. makes deposits

4.2.1.2 Savings Account
- a. opens a savings account (fictitious or real)
- b. figures interest on savings account
- c. balances savings account
- d. makes deposits

4.2.1.3 Loans and Credit
- a. defines credit rating
- b. defines down payment
- c. computes interest charged on loan
- d. computes total cost of interest charges
- e. defines installment payments
- f. states advantages and disadvantages of credit cards
- g. defines layaway plan

4.2.1.4 Writes and collects receipts

4.2.1.5 Compares various banking and lending institutions to determine best choice for financial transactions

4.2.1.6 Describes uses of money orders, travel checks and cashier checks

4.2.1.7 Discusses possible disadvantages of accepting personal checks

4.2.2 Paychecks

4.2.2.1 Proofreads paycheck for deductions

4.2.2.2 States purpose of each deduction

4.2.2.3 Computes time spent on job

4.2.2.4 Computes gross salary for given time period

4.2.2.5 Discusses advantages of automatic payroll savings deductions

4.2.2.6 Computes net salary for given time period

4.2.2.7 Endorses checks

4.2.3 Budgets

4.2.3.1 Budgets net salary for
- a. rent or mortgage (including damage deposit)
- b. utilities
- c. insurance (health, car, house)
- d. car upkeep
- e. food
- f. medical
- g. transportation
- h. clothing
- i. entertainment
- j. savings

4.2.3.2 Plans ahead for budgetary needs

4.3 Forms and Applications

4.3.1 Reads vocabulary words on various forms

4.3.2 Completes social security form

4.3.3 Completes a variety of job application forms

4.3.4 Completes W-4 form

4.3.5 Completes insurance forms; e.g., car, health, home

4.3.6 Completes driver's license application

4.3.7 Completes loan and credit card application

4.3.8 Completes public assistance form

4.3.9 Completes short form for income tax

4.3.10 Reads and explains rent contracts and clauses

4.3.11 Completes warranty cards

4.4 Consumerism

4.4.1 Food

4.4.1.1 Plans for weekly food needs

4.4.1.2 Comparative shopping
- a. reads labels
- b. compares prices with quantities
- c. compares quality in food items
- d. compares nutritional and caloric values
- e. figures sales tax

4.4.1.3 Reads menus and estimates total bill including tip

4.4.2 Clothing

4.4.2.1 Plans for varied wardrobe; e.g., work clothes, play clothes

4.4.2.2 Comparative shopping
- a. reads labels
- b. compares prices
- c. compares quality in clothing
- d. figures sales tax

4.4.2.3 Reads cleaning directions

4.4.3 Advertising

4.4.3.1 Recognizes propaganda in packaging; e.g., color, design

4.4.3.2 Recognizes propaganda in sales pitches; e.g., bait and switch, FREE products

4.4.4 Researches selected items in written resources; e.g., Consumer Reports

4.4.5 Locates resources to go to for help or a complaint

4.5 Telephone

4.5.1 Locates names in appropriate telephone book

4.5.2 Locates businesses, schools and other resources in appropriate telephone book

4.5.3 Locates city and state information in appropriate telephone book

4.5.4 Locates business and other resources in appropriate telephone book

4.5.5 Locates and uses resources in telephone book; e.g., directory assistance, area codes, long distance information, zip code index, street index, city map, emergency numbers, time of day for lowest long distance rates

4.6 Newspaper

4.6.1 Locates and uses index to find sections; e.g., classified ads, weather report, entertainment

4.6.2 Recognizes meaning of abbreviations used in ads

4.6.3 Locates and uses classified ads
- a. help wanted
- b. housing
- c. automotive
- d. services
- e. merchandise
- f. miscellaneous; e.g., legal notices, personals, carpools
- g. placing ads

4.6.4 Locates local and national headlines and states differences between the two

4.6.5 Distinguishes fact from opinion

4.6.6 Identifies who, what, where, when, why of an article

4.6.7 Locates on a map where major news stories occur

4.6.8 Distinguishes "news" from "features"

4.7 Manuals and Catalogs

4.7.1 Reads and uses vehicle manual (including diagrams and tables)

4.7.2 Reads and uses home appliance operation manuals (including diagrams and tables)

4.7.3 Reads and uses catalogs and order forms; e.g., educational, merchandise

4.7.4 Figures order and shipping costs

4.8 Locates and describes services of the following government facilities:
- a. state employment office
- b. public assistance office
- c. law enforcement offices
- d. city and county health services
- e. precinct polling places
- f. courthouse (city clerk, voter registration, small claims court, court)
- g. motor vehicle division

4.9 Health and Safety

4.9.1 Reads and comprehends medicinal labels and directions for use

4.9.2 Reads and comprehends warning labels

4.9.3 Locates and contacts appropriate doctor for needed services; e.g., gynecologist, dentist, internist

4.9.4 Maintains healthy personal grooming

4.9.5 Describes components of a healthy diet

4.9.6 Simple First Aid

4.9.6.1 Describes symptoms and treatment of 1st, 2nd, 3rd degree burns

4.9.6.2 Describes treatment of superficial cuts

4.9.6.3 Describes symptoms and care of shock victims

4.9.6.4 Describes procedure to obtain emergency services

4.9.7 Discusses legal and health consequences of drug and alcohol use and abuse